

Title	Author	Approved		Review Date
Single Equality Scheme	A Chamberlain			Oct 2023

SELBY COMMUNITY PRIMARY SCHOOL

Single Equality Scheme

Signed _____

Headteacher

Date _____

Signed _____

Chair of Governors

Date _____

Review due: Date October 2023- single equality scheme

January 2021- Accessibility Action Plan



Introduction

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also

sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Aims of the Single Equality Scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2 below)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

What kind of a school are we?

School Vision and Values



Be the best we can be

We strive to ensure every child can achieve the best that they can



Be valued and to value others

Essential for raising valued and self-respecting citizens and life long learners



Inspiring learning experiences

We strive to engage children through inspirational learning experiences

The school's vision and values statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme

Factors of the geographical location of the school:-

The school serves a community with a high level of social deprivation. The deprivation indicator is significantly higher than the national average. The school is currently ranked 9th out of 328 schools in North Yorkshire and the highest ranked in Selby according to the Index of Social Deprivation. This level of deprivation has an impact on many aspects of school life including attainment, achievement, behaviour and the personal development of learners. We take pride in improving our effectiveness in breaking through these barriers to learning and opportunity.

- The percentage of pupils eligible for free school meals is higher than the national average. It is currently approximately 29%, with 38% on ever 6.
- The majority of pupils are White British, there has been a big increase in EAL learners which now equates to 25% of the school population. We have 10 different languages spoken in school including Arabic, Chinese, Polish and Latvian.
- Higher than national levels of deprivation (0.33) and also in the top 7% of most deprived areas in the UK. For child deprivation local council data indicates that this ward is the 73rd most deprived of 32866 in England.
- Mobility is high due to children moving out of area (deprivation related). 49 children joined last year (incl at 2 and 3 years old). 30 children left during the course of the year.
- Children start school with typically low baselines in all strands.
- Based on their starting points on entry which are low we believe that leaving in line or above national attainment is better than good progress.
- A small number of pupils are having an adverse effect on our attendance due to having deferred entry to school or awaiting transfer to special school. Last year there were 18 PA pupils. However, 7 have since left in Year 6.
- The % of pupils currently with SEN is approximately 18%. This is still higher than the national average.
- The % of pupils with an Educational, health and Care plan is 3%.
- Well over 70% of the children have been identified as having some kind of vulnerability.
- There are 28.4% of children living in poverty, in families where unemployment is becoming a pattern between generations (*Job Centre Plus data*)
- The Selby North Ward has higher than national rates for obesity, smoking, cancers and other forms of illness, with a life expectancy 10 years less than the national average (*Joint Needs Analysis NYCC Health Sept 2013*)
- There are currently 7 pupils that are classed as Children In Need, 2 children classed as post-LAC and 7 children on the Child Protection Register.
- The school is at the heart of the Selby North Children's Centre. Local Authority agencies, CAMHS, Children's Centre and the school Breakfast / After school club all operate from within the school site.
- The level of **social deprivation** continues to be a significant barrier to pupils' learning and personal development. A high number of children come from **vulnerable families** with issues and problems that impact on pupils' aspirations, progress, achievement, attendance, behaviour and self-esteem. School is situated in one of the 20% most deprived wards in the UK (see *vulnerability data* , *Selby District Council Report*).
- Some **parents/carers lack confidence and ability** in supporting their children's education.

The training taken to position the school well for the equality and diversity agenda.

- React Physical Intervention training May 2019.
- Training is provided as required from a variety of agencies e.g.use of an Epipen by school health, gastronomy training by the community nurse, ABI training from the physical and sensory team.

- Induction of new staff provides training and support.
- All children reviewed termly and intervention provided.
- Safer recruitment training has been undertaken by Governors and is currently being refreshed (2019).
- School pro-actively seeks training for different areas, seeking appropriate personnel to provide high quality training.
- Support in class from Captain Richard Cooke, from the Edge Project, promoting Christian beliefs and understanding.
- LGBTQ and equalities training- Barnados- Summer 2019
- THRIVE- Autumn 2018

School provision

Examples of reasonable adjustments the school makes as a matter of course

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- Information is available in different formats for parents/carers
- The Home School Support Worker supports a lot of parents with funding applications, letters, trips, finance etc
- The SEN information report is updated regularly.
- Individual needs catered for within classrooms and different ways of recording learning.
- The school behaviour policy is based around Children's Rights and is differentiated according to different children and different year groups.
- Provision maps are in place and used for all areas of provision within school.
- Termly intervention maps are completed for all children.
- Parents are consulted and adaptations for pupils acted upon.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

Examples :

EYFS:

School Data - Early Years Foundation Stage

SCHOOL TEST RESULTS 2019				
Subject	Percentage at each score			
	Below	Exp	Exc	A
Listening and attention	17.86	50.0	32.14	0.0
Understanding	17.86	51.79	30.36	0.0
Speaking	19.64	55.36	25.0	0.0
Moving and handling	10.71	67.86	21.43	0.0
Health and self care	12.5	73.21	14.29	0.0
Self-confidence and self-awareness	16.07	60.71	23.21	0.0
Managing feelings and behaviour	16.07	57.14	26.79	0.0
Making relationships	14.29	66.07	19.64	0.0
Reading	21.43	62.5	16.07	0.0
Writing	21.43	75.0	3.57	0.0
Numbers	19.64	60.71	19.64	0.0
Shape, space and measures	21.43	66.07	12.5	0.0
People and communities	17.86	67.86	14.29	0.0
The world	19.64	60.71	19.64	0.0
Technology	1.79	73.21	25.0	0.0
Exploring and using media and materials	16.07	67.86	16.07	0.0
Being imaginative	17.86	75.0	7.14	0.0

All	77.78	Boys	69.23	Girls	85.71	SEN	14.29	Not SEN	87.23	FSM	85.0
Not FSM	73.53	Pupil Premium	85.71	Not Pupil Premium	72.73	Autumn Born	89.47	Spring Born	73.68	Summer Born	68.75

Key Stage 1

Cohort	REA (% EXS)	REA (% GDS)	WRI (% EXS)	WRI (% GDS)	MAT (% EXS)	MAT (% GDS)	SCI (% EXS)
Average	43	47	47	47	43	47	89
Boys	59	29	71	29	47	47	94
Girls	33	57	33	57	40	47	87
SEN	50	0	67	0	67	0	50
Not SEN	41	54	44	54	39	54	95
FSM	43	14	71	0	71	14	71
Not FSM	43	53	43	55	38	53	93
Pupil Premium	46	23	54	23	62	23	77
Not Pupil Premium	41	56	44	56	35	56	94
Autumn Born	29	53	47	47	47	41	82
Spring Born	27	73	27	73	9	91	100
Summer Born	63	26	58	32	58	26	89

Key Stage 2

SCHOOL TEST RESULTS 2019 - All															
	Percentage at each level														
Combined REA, WRI, MAT (WRI is teacher assessed)	69.77														
Subject	A	B	L	M	T	U	J	F	P	H	Q	AS	NS	CA	CN
Grammar, Punctuation and Spelling	0.0	2.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	74.42	23.26	0.0	0.0
Reading	0.0	2.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	72.09	25.58	0.0	0.0
Mathematics	0.0	2.33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	93.02	4.65	0.0	0.0

SCHOOL TEACHER ASSESSMENTS 2019 - All																		
Please note as per the 2019 DfE requirements teacher assessment results for children working at the expected standard in reading and maths are no longer required.																		
	Percentage at each level																	
Subject	A	D	L	F	P	Q	HNM	BLW	PK1	PK2	PK3	PK4	PK5	PK6	WTS	EXS	GDS	

Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.33	0.0	2.33	9.3	58.14	27.91
Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Science	0.0	0.0	0.0	0.0	0.0	0.0	4.65	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	95.35	0.0

During 2018/ 2019 there were 19 pupils involved in recorded racial or homophobic incidents.

There were no exclusions during 2018/2019.

The pupil premium and sports premium impact is available on the school website.

Equalities objectives

Our Equalities Objectives for the period 2019-2022 are:

- Increase understanding of different cultural, religious views and lifestyles and to ensure there are no homophobic or bullying incidents, including on-line.
- To raise levels of attainment and narrow the attainment gap in core subjects for vulnerable learners.
- Ensuring good levels of attendance for all pupils, particularly those with mental health needs (see whole school development plan).

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

Roles and Responsibilities in Implementing the Single Equality Scheme and Equalities Objectives

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme and equality objectives has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

People with specific responsibilities (Mrs Anna Chamberlain):

- details of the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- details of the person responsible for ensuring the specific needs of staff members are addressed;
- details of the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- details of the person responsible for recording, reporting and monitoring prejudice based and hate incidents;
- details of the governor responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme and equalities objectives;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;

- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme and equalities objectives will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the equality objectives and action plan:

- | |
|---|
| <ul style="list-style-type: none">• School council;• Growing Up in North Yorkshire Pupil Survey• Restorative Practices• Thrive Approach• Bespoke PSCHC Curriculum• Disability walks with governors, staff and pupils• Annual questionnaires with pupils which feed into the school development plan |
|---|

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme, objectives and action plan:

- | |
|--|
| <ul style="list-style-type: none">• Exit interviews with staff;• Regular staff meetings with specific agenda items; |
|--|

- Individual discussions with staff as a part of performance management.
- Disability walks with staff, governors and pupils
- Annual questionnaires with parents/ carers which feed into the school development plan
- Feedback from parents in agency review meetings
- Equalities is part of every SLMT meeting

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- Disability walks
- Use of Facebook to feedback ideas
- Parent questionnaires
- liaising with partners on site
- Welcoming parents and the community into school so that they are critical drivers in policy development.
- *Feedback through the Governing Body meetings;*
- *Feedback from adults using the school beyond the school day;*

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty. (5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment (schools could use the Inclusion Quality Mark) has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice

Reporting

This Scheme and equalities objectives will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be on the school website.

Publication

Equalities objectives will be published and available to anyone requesting a copy. Copies will be on the school website

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;*
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and*
- improving the availability of accessible information to disabled pupils.*

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent schools

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics

Appendix 1: Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil:
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.

- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014, updated June 2018)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>